**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:** | | | **Date(s)**: |
| **Unit Title:** Unit 1- Understand the Decimal Place Value System | | | | **Corresponding Unit Task:** Summer Olympics | | |
| **Essential Question(s):** How do I read, write, and use decimals to the thousandths using base ten blocks, standard form, expanded form and number names. | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Paper for foldables, decimal distraction part 2** | | **Student:**  **Pencil, journal** | | | **Thousands, hundreds, ones, tenths, hundredths, thousandths, standard form (base-ten numerals), expanded form, word form (number name) , flat, long rod, cube, large cube (thousandth cube)** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  √ 1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  √ 3. Construct viable arguments and critique the reasoning of others.  √ 4. Model with mathematics.  √ 5. Use appropriate tools strategically.  √ 6. Attend to precision.  √ 7. Look for and make use of structure.  √ 8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:** 5.NBT.3a  *Read and write decimal numbers to thousandths using base-ten, number name, expanded form.* | | | | | |
| **I Can Statement(s):** I can read, write and use decimals to the thousandths using base-ten numerals, I can read, write and use decimals to the thousandths using number names, I can read, write and use decimals to the thousandths using expanded form. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Froot loop lesson from Math Initiative 01Q LP06 | | | | | |
| **Teacher Directed: Demonstrate Foldable – as demonstrated on Pg 27 of Dinah Zike’s .** [**http://mathnmind.com/PDF%20Files/Pre-Algebra/dzf.pdf**](http://mathnmind.com/PDF%20Files/Pre-Algebra/dzf.pdf) | | | | | |
| **Guided Practice:** Foldable – Student work on foldable with cover page is the standard form, one page is a picture, next page is extended form, last page is numeric name | | | | | |
| **Independent Practice:** Decimal Distraction Part 2 – Student work independently on the decimal distraction part 2 | | | | | |
| **Closing/Summarizing Strategy:** Partner extension of the independent work. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Students can include the use of fractions as they represent the various numbers. * Students may develop additional Decimal Distractors. * Students may develop decimal cards that go beyond thousandths to have others sort.   Students may develop decimal cards that have students sort numbers using tenths, hundredths, and thousandths rather than just thousandths. | | | * Reduce number of decimal cards students must sort. * Students highlight tenths, hundredths, and thousandths place with different color highlighters. * Break down the task so students first sort by tenths. Once sorted by tenths the student would then continue further sorting by the hundredths place and finally by thousandths. | | | * Abbreviated form of task provided after the original task if needed.   **Writing to Learn:** After key points in the unit (after each task?), have students write in a journal using the following sequence:   * *Record*: state what they have learned * *Compar*e: Students pair up and compare what they have written and clarify. * *Revise*: Based on the interaction, students create a more developed and polished version of their statements. * *Combine*: Students collaborate to mesh their summaries * *Review*: Students use previous entries to prepare and guide them through subsequent tasks.   (Adapted from “Writing to Learn” by Robert Marzano in Educational Leadership, February 2012.) |
| **Assessment(s): Teacher will check the independent work prior to a partner extending the work using adapted rubric** | | | | | | |
| **Teacher Reflection:** (Next steps?)  Student understanding/misconceptions  Specific notes about students’ thinking  What do I need to reteach/review tomorrow or in the future? | | | | | | |